



## Grade 6 Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
<b>1</b> <b>Elements of Art and Principles of Design</b>	This unit focuses on establishing classroom routines and procedures, building teacher-student rapport as students review the elements of visual language. Students will continue to develop and explore the elements of art and principles of design.	<ul style="list-style-type: none"><li>• Norms, Rituals, Routines</li><li>• Elements of Art-line, color, value, shape, form, space and texture</li><li>• Principles of Design-balance, unity, contrast, emphasis, proportion, pattern, movement, rhythm, harmony, variety</li></ul>	6.1.1 Explore the significance and purposes of art. 6.2.4 Maintain the workspace, materials, and tools responsibly and safely. 6.1.6 Identify one-point perspective and how artists use value, light and shadow to show emphasis in perspective drawings. 6.2.3 Use varying values or tints, shades, and intensities when drawing (e.g. portraits, still life, landscapes) to define form. 6.2.2 Use curved lines to create a symmetrical and/or asymmetrical drawing using implied and overlapping lines. 6.5.4 Create a line design using a variety of angles, triangles, quadrilaterals, and polygons. Identify the lines and shapes used.	<b>Teacher-Created Written Assessment</b>  <b>Perspective Project</b>
<b>2</b> <b>Creating Meaningful Art</b>	This unit will introduce students to technical drawing skills through the use of a variety of medias and processes in order to create art that conveys and portrays meaning to the artist and society.	<ul style="list-style-type: none"><li>• Introductory Drawing Skills</li><li>• Proper use/implementation of media and tools</li><li>• Themes within art</li><li>• Expression through art</li></ul>	6.5.2 Write a poem or story inspired by original works of art. 6.2.6 Design and create an expressive figurative sculpture. 6.2.5 Select specific media and processes to express moods, feelings, themes, or ideas. 6.1.2 Develop a working understanding of line drawing techniques. Interpret the technical characteristics of a drawing such as the convexity, specificity, technical qualities, and axis.	<b>Project</b>

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<b>3</b> <b>Historical and Cultural Connections</b>	This unit provides opportunities for students to recognize artists, works of art, and trends from various cultures and time periods.	<ul style="list-style-type: none"> <li>Identify how culture is reflected in art and design</li> <li>Describe trends in visual arts (historical and current)</li> <li>Discuss the influence of religious groups' on art and architecture</li> </ul>	6.3.2 Describe the various ways that ethnic groups in the U.S., world regions and countries, understand and value art and design. 6. 3.3 Describe the function and meaning of specific works of art and objects from Asia. 6.4.3 Identify and describe ways in which culture is reflected in current works of art. 6.3.4 Describe how selected works of art from ethnic groups in selected world regions and countries have changed or not changed in theme and content over a period of time. 6. 3.5 Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture. 6.3.7 Describe the influence of religious groups' history on art and architecture, focusing primarily on buildings in the District of Columbia both past and present.	<b>Culture Study/Project</b>
<b>4</b> <b>Analyzing, Reflecting, and Criticizing Works of Art</b>	This unit addresses the importance of critique and reflection within the art making process. Throughout this unit students will reflect upon their own art as well as critique the artwork of others from past to present.	<ul style="list-style-type: none"> <li>Interpret what is perceived in works of art using art vocabulary</li> <li>Judge personal artwork against a rubric</li> <li>Develop criteria to critique works of art</li> </ul>	6.4.1 Construct and describe interpretations of what is perceived in works of art using aesthetic valuing vocabulary-the subject (the image), the composition (the way the principles are used to organize the elements), and content (the message): 1) Subject 2) Compositions 3) Content 4) Description 5) Significance 6) Merit 6.4.4 Develop specific criteria alone or in groups to assess and critique works of art. 6.4.2 Judge own work against a rubric. Discuss what he/she liked about the work and what he/she did not like about the work, in writing, using appropriate visual and qualitative (aesthetic) vocabulary.	<b>Written/Verbal Critique of Own Works of Art</b>  <b>Written/Verbal Critique of the Works of Others</b>
<b>5</b> <b>Real World Applications of Visual Arts</b>	This unit introduces students to presenting their works of art, while demonstrating visual literacy and careers in the arts.	<ul style="list-style-type: none"> <li>Create portfolio of accumulated work</li> <li>Identify the relationship between media and art</li> <li>Introduction to technology and art</li> </ul>	6.2.7 Use contemporary technology to create original works of art (e.g. color and texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques). 6.5.7 Establish criteria to use in selecting works of art for a specific type of art exhibition. 6.5.6 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.	<b>Personal Portfolio</b>  <b>Digital Project</b>

## Grade 7 Visual Arts Scope and Sequence

Unit Theme	Unit Focus	Concepts	Focus Standards	Assessment/Connections
<b>1</b> <b>Elements of Art and Principles of Design</b>	This unit focuses on establishing classroom routines and procedures, building teacher-student rapport as students review the elements of visual language. Students will be able to perceive and understand the elements of art and principles of design.	<ul style="list-style-type: none"> <li>• Norms, Rituals, Routines</li> <li>• Elements of Art-line, color, value, shape, form, space and texture</li> <li>• Principles of Design-balance, unity, contrast, emphasis, proportion, pattern, movement, rhythm, harmony, variety</li> </ul>	7.1.1 Explore the significance and purposes of art. 7.2.6 Maintain the workspace, materials, and tools responsibly and safely. 7.2.1 Apply the rules of 2-point perspective to show the illusion of depth on a two-dimensional surface, using overlapping shapes, relative size, and placement within the picture (e.g. landscape, cityscape). 7.1.3 Analyze various shading techniques used by artists (hatching, crosshatching, blending, and stippling) in drawings.	<b>Teacher-Created Written Assessment</b>  <b>Perspective Project</b>
<b>2</b> <b>Creating Meaningful Art</b>	This unit will introduce students to technical drawing skills through the use of a variety of medias and processes in order to create art that conveys and portrays meaning to the artist and society.	<ul style="list-style-type: none"> <li>• Intermediate Drawing Skills</li> <li>• Proper use/implementation of media and tools</li> <li>• Themes within art</li> <li>• Expression through art</li> </ul>	7.2.7 Select a medium to use to communicate a theme in a series of works of art. 7.2.8 Create a genre painting. 7.1.2 Identify drawing media (charcoal, conte crayon, pen and ink) and discuss how different media are used to achieve different effects. 7.2.3 Use various shading methods in a drawing to show light and shadow (hatching, crosshatching, stippling, and blending).	<b>Project</b>
<b>3</b> <b>Historical and Cultural Connections</b>	This unit provides opportunities for students to relate artists, works of art, and trends to various cultures and time periods.	<ul style="list-style-type: none"> <li>• Relate historic and contemporary masterpieces chronologically</li> <li>• Connect styles and genres to time periods</li> <li>• Discuss the purposes of art in Ancient Civilizations</li> </ul>	7.3.2 Relate works in the arts chronologically to historical events, including a benchmark timeline. 7.3.5 Relate works of art to varying styles and genres to the periods in which they were created. Use museum internet research and museum observation for research. 7.3.1 Describe the main function and meaning of works of art from Ancient Civilizations and the Middle East (ancient Greece, the Persian Empire, Egypt, Rome, etc). 7.3.4 Research and describe how art and architecture reflect cultural values in traditions throughout the world.	<b>Culture Study/Project</b>  <b>Art History Timeline</b>

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<b>4</b> <b>Analyzing, Reflecting, and Criticizing Works of Art</b>	<p>This unit addresses the importance of critique and reflection within the art making process. Throughout this unit students will reflect upon their own art as well as critique the artwork of others from past to present.</p>	<ul style="list-style-type: none"> <li>Construct and interpretation of a work of art</li> <li>Explain the intent of a personal work of art and draw connections between it and the work of a recognized artist</li> <li>Develop evaluative criteria</li> </ul>	<p>7.4.1 Construct an interpretation of a work of art based on aesthetic valuing vocabulary- description (size, medium, process, subject, elements), analysis (how the work is organized, elements/principles), interpretation (meaning, mood, message or idea): 1) Subject 2) Composition 3) Content 4) Description 5) Analysis 6) Interpretation</p> <p>7.4.2 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.</p> <p>7.4.3 Develop and apply specific criteria individually or in groups to assess and critique works of art in writing.</p>	<p><b>Written/Verbal Critique of Own Works of Art</b></p> <p><b>Written/Verbal Critique of the Works of Others</b></p>
<b>5</b> <b>Real World Applications of Visual Arts</b>	<p>This unit continues to build on developing student portfolios, researching careers in the arts, and advancing skills in technology and digital arts.</p>	<ul style="list-style-type: none"> <li>Create portfolio of accumulated work</li> <li>Analyze the relationship between music and art</li> <li>Identify professions related to the visual arts and skills needed for those professions</li> <li>Continue to develop skills in art and technology</li> </ul>	<p>7.2.11 Use contemporary technologies to create original works (e.g. film, photography, computer graphics, or video).</p> <p>7.5.2 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.</p> <p>7.5.8 Invite a local artist to work on a project in the school. Recognize how an artist plans a project, prepares materials, executes the project, involves the school community, extends learning and makes a positive impact on the learning environment.</p> <p>7.5.7 Identify professions in or related to the visual arts and some of the specific skills needed for those professions (studio artist, art educator, web designer, stone mason, architect, curator, museum educator).</p>	<p><b>Personal Portfolio</b></p> <p><b>Digital Project</b></p>

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<b>1</b> <b>Elements of Art and Principles of Design</b>	This unit focuses on establishing classroom routines and procedures, building teacher-student rapport as students review the elements of visual language. Students will be able to demonstrate prior knowledge of the elements of art and principles of design.	<ul style="list-style-type: none"> <li>• Norms, Rituals, Routines</li> <li>• Elements of Art-line, color, value, shape, form, space and texture.</li> <li>• Principles of Design-balance, unity, contrast, emphasis, proportion, pattern, movement, rhythm, harmony, variety.</li> </ul>	<p>8.1.1 Explore the significance and purposes of art.</p> <p>8.2.5 Maintain the workspace, materials, and tools responsibly and safely.</p> <p>8.1.3 Use and identify hues, values, intermediate shades, tints, tones, complimentary, analogous, and monochromatic colors.</p> <p>8.1.2 Analyze how real objects are created from 3-D forms such as sphere, cone, cube, cylinder, pyramids and their variation or combinations.</p> <p>8.2.1 Use variations or combinations of basic three dimensional forms (cube, cone, cylinder, sphere, pyramid) to draw or paint realistic objects (vase, pitcher, bed, automobile).</p>	<b>Teacher-Created Written Assessment</b>  <b>Project</b>
<b>2</b> <b>Creating Meaningful Art</b>	This unit will introduce students to technical drawing skills through the use of a variety of medias and processes in order to create art that conveys and portrays meaning to the artist and society.	<ul style="list-style-type: none"> <li>• Advanced Drawing Skills</li> <li>• Proper use/implementation of media and tools</li> <li>• Themes within art</li> <li>• Expression through art</li> </ul>	<p>8.3.3 Examine and report on the role of a work of art created to make social comment or protest social conditions.</p> <p>8.5.3 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.</p> <p>8.2.6 Select a drawing medium (e.g. pencil, pen and ink, marker) to create a scaled up version of a painting from a chosen artist.</p> <p>8.2.2 Demonstrate technical skills in using complex two-dimensional art media and processes such as the printing press and silk screening.</p>	<b>Social Art Project</b>
<b>3</b> <b>Historical and Cultural Connections</b>	This unit provides opportunities for students to gain in-depth knowledge of artists, works of art, and trends from various cultures and time periods.	<ul style="list-style-type: none"> <li>• Explain the meaning of historic and contemporary masterpieces</li> <li>• Analyze trends in visual arts (historical and current)</li> <li>• Discuss the artistic contributions of various cultures</li> </ul>	<p>8.3.5 Discuss the artistic contributions of various native and immigrant culture in the United States (Native American, German, Irish, Italian, African, Caribbean, Hispanic, Mexican).</p> <p>8.3.1 Compare, contrast, and analyze styles of art from a variety of early, colonial and contemporary America, drawing on a museum visit and research.</p> <p>8.3.2 Explain the function and meaning of works of art from its historical perspective.</p> <p>8.3.6 Identify and discuss the classical influences in the monuments and special buildings of the Federal Government in Washington, DC.</p>	<b>Culture Study/Project</b>

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<b>4</b> <b>Analyzing, Reflecting, and Criticizing Works of Art</b>	<p>This unit addresses the importance of critique and reflection within the art making process. Throughout this unit students will reflect upon their own art as well as critique the artwork of others from past to present.</p>	<ul style="list-style-type: none"> <li>• Verbalize interpretations of work of art</li> <li>• Critique/Reflect on personal artwork</li> <li>• Research artists and their intent</li> <li>• Show growth over time and describe the progression of their own works of art using evaluative criteria</li> </ul>	<p>8.4.1 Verbalize interpretations of aesthetic valuing in writing and speaking about works of art, including judgment: 1) Subject 2) Composition 3) Content 4) Description 5) Analysis 6) Interpretation 7) Judgment</p> <p>8.4.3 Develop and discuss the possible theories about the artist's intent in a series of works of art, using reasoned statements to support personal opinions (The Migration Series, Rouen Cathedrals).</p> <p>8.4.4 Develop and apply specific criteria alone or in groups to assess and critique works of art.</p> <p>8.4.5 Select a grouping of their own works of art that reflects growth over time and describe the progression based on the same criteria.</p>	<p><b>Written/Verbal Critique of Own Works of Art</b></p> <p><b>Written/Verbal Critique of the Works of Others</b></p>
<b>5</b> <b>Real World Applications of Visual Arts</b>	<p>In this unit, students will further develop their portfolio. Students will also formulate connections between art and society by collaborating with local artists.</p>	<ul style="list-style-type: none"> <li>• Create portfolio of accumulated work</li> <li>• Analyze the relationship between music and art</li> <li>• Collaborate with a community artist</li> </ul>	<p>8.2.9 Combine film, photography, computer graphics, and/or video to create an original work of art. Describe artists' examples, such as Nam June Paik at the Smithsonian American Art Museum.</p> <p>8.5.2 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.</p> <p>8.5.6 Demonstrate an understanding of the effects of visual communication media (television, music videos, film, internet) on various aspects of society.</p> <p>8.5.7 Visit a local artist or designer in his/her studio; notice how the artist organizes the studio; observe his/her work habits; and learn how the artist contributes to the community.</p> <p>8.5.8 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.</p>	<p><b>Personal Portfolio</b></p> <p><b>Digital Project</b></p>